

# on the GREEN

A weekly publication for Gallaudet University staff and faculty

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## Retention is everyone's job, says Andersen



Dr. Catherine Andersen

Retention—ensuring that students stay at Gallaudet until they receive their bachelor's degrees—involves everyone at the University, said Dr. Catherine Andersen, not just staff and faculty involved with preparatory and freshman students.

Andersen, Gallaudet's Distinguished Faculty Member for 1994-95 and chair of the Communication and Developmental Studies Department at the Northwest Campus for all of its 11 years, was recently named by President I. King Jordan as retention coordinator for the University.

Dr. Jordan announced Andersen's appointment in a Nov. 4 memo to the campus and again in introducing her Nov. 15 prior to her presentation of the Distinguished Faculty Member Lecture in "Ole Jim." According to Jordan, Andersen will guide the University in developing a coordinated retention strategy as it implements the recommendations of its Vision Implementation Plan program review and the English Literacy 2000 Pro-

gram, both designed to improve Gallaudet programs for students.

In her lecture, Andersen presented "The Fourth R (Retention)—A Model for Student Success" to her colleagues. The fourth R, she said, is an extension of the old saying about the three main school subjects—"reading, 'riting, and 'rithmetic."

Although 75 percent of all students who drop out of Gallaudet University before earning their bachelor's degree do so during their preparatory and freshman years, the responsibility for creating an environment that will welcome and support them belongs to all staff, administrators, students, and faculty—even faculty who teach only junior- and senior-level courses, Andersen said.

The Task Force on Developmental Education saw during its work that Gallaudet, like universities nationwide, must decide whether it is an institution that screens in or screens out students, said Andersen. Throughout the country, faculties are polarizing between those who say colleges shouldn't retain all students and those who believe colleges should provide developmental education and other academic, emotional, and social support for students who may not be quite at the freshman level.

Quoting from current literature on student retention, Andersen said, "We are not lowering expectations, but helping students to meet our standards, not smashing them against the standards."

She also referred to a *Washington Post Magazine* article reporting national trends that today's college students have a shorter attention span and different expectations than previous

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Gallaudet students Thembu Cole, Alex Jones, and Nia Welch lead a Kwanzaa celebration for Gallaudet, PEP, and a few MSSD students Dec. 1 in "Ole Jim," sponsored by the Organization for Equity of African Americans and D.C. Black Deaf Advocates.

## Two final VIP input meetings held

The Steering Committee for the Vision Implementation Plan held two final meetings—Dec. 1 at the Northwest Campus and Dec. 2 on Kendall Green—to give members of the campus community another opportunity to voice their opinions about the preliminary recommendations of the committee.

At an informal meeting over lunch in the Main Hall lounge of the North-

west Campus, faculty and staff expressed concerns about the Steering Committee's preliminary recommendations to eliminate the School of Preparatory Studies (SPS), close the Associate of Applied Science (AAS) degree program in Office Systems Technology, and terminate prep science classes.

The Steering Committee's preliminary recommendations state that because 90 percent of new Gallaudet students enter with a developmental condition in English or math, there should be no dividing line between preps and freshmen. Further, the recommendations are that the English and math programs at SPS should be merged with those departments at the University and that developmental and general education programs should be overseen by a School of General Studies.

The Northwest Campus community prides itself on the close interaction between faculty, staff, and students that it has developed over the past decade, and for its teaching methods that cater to the students' individual needs. Many people at the meeting said they felt that the Steering Committee's preliminary recommendation to disband the School of Preparatory Studies will break down those bonds and prove detrimental to many of Gallaudet's entering students.

Several faculty members, representing various departments at the school, spoke with pride about their programs that assess the learning needs of each student and teach students how to develop critical thinking skills that are vital for learning. And they expressed the desire to keep the programs intact.

Dr. Ann Davidson, dean of the School of Preparatory Studies since



President I. King Jordan joins editors Robert C. Johnson, Carol Erting, and Bruce Snyder at a celebration for *The Deaf Way* book Dec. 5. (Not pictured is editor Dorothy Smith.)

## Honorary doctorate recipients named

Gallaudet will award honorary doctoral degrees to Dr. James Hicks, Ralph White, and Charlotte Coffield during the University's 126th commencement exercises on May 12.

Hicks is Trustee Emeritus of the Board of Trustees and was a member of the board from 1968 until his retirement this year. He is a surgeon in otorhinolaryngology (ear, nose, throat) and a professor at the University of Alabama School of Medicine in Birmingham.

White is a former superintendent of the Oklahoma School for the Deaf and a former president of both the Texas Association of the Deaf and the National Association of the Deaf.

Coffield recently retired from the Office of Deafness and Communication Disorders in the U.S. Department of Education. She worked for 30 years in administering interpreting, training and rehabilitation grants benefiting people who are deaf.

Also at commencement, Gallaudet will award professor emeritus status to Dr. Martin Minter of the Department of Physical Education and Recreation. Minter, who died last May, provided 28 years of outstanding service to the University.

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## Efforts of Roberto Prádez comparable to those of Laurent Clerc, says Plann

Roberto Francisco Prádez, Spain's first deaf teacher of deaf children, is comparable in stature to French educator Laurent Clerc, according to Dr. Susan Plann, Gallaudet's Powrie V. Doctor of Deaf Studies. Yet Prádez, who taught from 1805 to 1836, went virtually unnoticed until Plann discovered him recently while doing research for a book on the history of deaf education in Spain.

The life of Prádez was the topic of a Nov. 17 presentation by Plann in Merrill Learning Center.

Although deaf education began in Spain in the mid-16th century, it had been long abandoned by the time Prádez was born in the 1770s, Plann said. Prádez received his early education at home, then attended the Academy of Fine Arts in Valencia and, later, the Royal Academy of Fine Arts in Madrid to study art after he was orphaned. Even though he received a limited pension from King Charles IV to support his studies, and despite high praise for his talents from his teachers, he quit school in 1804.

When the Royal School for Deafmutes opened in Madrid in 1805, Prádez was hired—initially without a salary—as an art teacher and role model to the school's six students. When the head teacher began to neglect his duties, Prádez took over more and more of the teaching responsibilities.

In the following years, Spain was wracked by war. First, France invaded Spain in 1807, and the following year, Spain's long War of Independence began. The year 1811 was known as "the year of hunger," Plann said; people were literally dying in the streets.

During this bleak period, Prádez re-

mained loyal to his students, continuing to teach them even when he and his students were so impoverished they went without clothing. In fact, said Plann, Prádez was the only person to continue teaching the students through the whole crisis.

Having been displaced due to the school's lack of funds, Prádez and his students were housed first in a municipal school for poor children and orphans, where the administrators so feared that the deaf children, being older, would be a bad influence on the hearing children that Prádez and his charges were forbidden to eat meals with the other children. The hostility against the deaf students was so great that they were virtual prisoners. "The door to the deaf students' room was locked from the outside, the key was taken away, and for good measure, a bolt was nailed on the outside," Plann said.

Life for the deaf students and their teacher continued to worsen. Prádez and his charges were removed from the school to live in a poorhouse, where they were forced to weave cloth. Prádez's many petitions requesting assistance for his students went ignored, and the group resorted to begging as a means to support itself. By the summer of 1812, three of the children had died from hunger and exposure.

Prádez died in 1836 and was buried in a pauper's funeral, Plann said.

In spite of the hardships and obstacles he faced, Prádez's life and accomplishments are significant, said Plann. For one, Prádez may have been the only person teaching deaf children between 1811 and the time the Royal School for Deafmutes reopened in 1814. Indeed, he was a crucial source of stability his entire 30 years at the school, Plann said.

No more deaf teachers were hired after Prádez's death. In fact, hearing professionals in the field excluded future deaf adults from the classroom, declaring them unfit to teach.

Prádez's existence and influence was largely forgotten, Plann asserted. And even today, there are only a handful of deaf teachers in Spain, she said.

"I think this research underscores the need for the reexamination of the historical record, and for the recovery of Spanish deaf history," Plann said. "The investigation has led us to Roberto Prádez, and we are left to wonder about other deaf heroes yet to be discovered."

## Announcements

Student Health Service (SHS) plans to offer allergy injections beginning Jan. 9 to faculty and staff who are receiving prescribed immunotherapy from their private physician. There will be a fee of \$40 per semester for the service. Anyone who is interested in this service can pick up an allergy packet from the SHS receptionist. For more information, call Marybel Balen, RN, at x5090.

Miss America 1995 Heather White-stone accepted a check on behalf of the University from the Jack and Lovell Olander Foundation Dec. 8 during the 9th Annual Olander Foundation Awards Ceremony, held at the John F. Kennedy Center for the Performing Arts. The \$20,000 donation will be used to support a communication laboratory to research and develop a multimedia program for facilitating speech development in deaf children. Dr. James Mahshie, a professor in the Audiology Department, will serve as project director. Research for the project will begin at KDES and will later be disseminated to other learning centers.

A signed Christmas program created and performed by Gallaudet University alumni will be presented at Bethany Community Church, 13966 Baltimore Ave., in Laurel, Md., on Sunday, Dec. 18 at 9 a.m. A reception will follow the performance. For more information or directions, E-mail GAOLIVA or NSBUEMI.



Acting Dean of the College of Arts and Sciences Jane Dillebay (left) and Vice President for Academic Affairs Roslyn Rosen (right) join 14 CAS employees who received service awards at a Dec. 1 ceremony. Thirty-eight employees received awards this fall. Professor of Psychology Robert Williams (front right) received a special award for his service as CAS dean from 1988-1994.



Quilted panels commemorating the lives of deaf people who have died from AIDS draw students to Ely Center, where AIDS-related information was also displayed. The events were part of Gallaudet's recognition of World Deaf AIDS Day and World AIDS Day Dec. 1.

## Workshops improve attitudes toward math

Four students from the Model Secondary School for the Deaf and one from the School of Preparatory Studies discovered the truth to the old adage that one of the best methods of learning is by doing.

For six weeks in October and November, MSSD students Maria Petrova, Danielle Thompson, Elizabeth Martin, and Felicia Bartley, and prep student Ronnie Bradley conducted math workshops one evening a week for elementary school-age children and their parents at the Family Service Foundation in Landover Hills, Md. In the process, they sharpened their own math skills.

MSSD's Family Math workshops got their start last January when MSSD math instructor Arsenia Strange received a \$5,000 grant from Bristol-Myers-Scripps to present a series of Family Math Program workshops designed by the Lawrence Hall of Science at the University of California, Berkeley, to families in the Washington, D.C., area.

With the assistance of Strange and MSSD audiologist Leslie Page, who served as interpreter, the students led simple, visually oriented, hands-on games and other activities designed to encourage children to do math. They also encouraged parents to take an active role in assisting their children.

Each workshop, which was developed at MSSD with Strange's guidance, was made up of eight to 10 activities that included games from the Family

Math workbook. The students who led the workshop also invented their own activities.

The students were selected because they had been struggling with learning math, said Strange. But helping others with math increased the students' confidence and showed them the benefits of learning math. "It is a learning experience for me, the kids, and the participants," she said.

"I like helping kids with learning about math," said Petrova, who found that she was even able to beat Strange at some of the math games.

Following the fall semester workshops, a special workshop was presented Dec. 1 to a group of George Washington University elementary education students as part of their course, Elementary School Curriculum and Methods: Mathematics.

As part of the grant, a Family Math videotape, "We All Count," was captioned, and there are plans to produce a new videotape featuring MSSD students if the grant is funded again.

The Family Math workshops will resume in the spring. All workshops are open to anyone, including families with deaf children.

## on the Green

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## Visiting scholar assists broadcast project

Deaf and hard of hearing people may have better access to emergency weather broadcasts in the near future, thanks to equipment testing that is being undertaken by Gallaudet's Technology Assessment Program, with assistance by Dr. Roy Miller, a visiting scholar at Gallaudet.

Miller, an associate professor of political science and associate scientist in the Office of Institutional Research and Studies at Southern Illinois University (SIU), Carbondale, is due to complete his work this month on the equipment testing, which is part of the National Weather Service Project.

Thanks to the project—developing equipment to enable emergency weather broadcasts to be read on computer monitors or computer printouts—these potentially lifesaving broadcasts should be more accessible to deaf and hard of hearing people in the near future. "If a deaf person has this equipment, that person will always have access to the National Weather Service information in an emergency," said Miller.

Miller has recruited deaf people in the Washington, D.C., area to test the equipment, which consists of a receiver that is connected to either a computer or a computer printer. From this pool, the Weather Service

made the final selection of people who will learn how to use the equipment and participate in the two-month test. Two systems are being tested: Weathercopy, from Canada, and Wireless Weather Information Network, from the United States.

Miller expects that the project could be completed by this March. The next step could be to find a company to market the equipment so it can be purchased by deaf people.

After he leaves the University this month, Miller will return to SIU, where he has taught since 1967.

Miller is past president of the Association of Late-Deafened Adults, a Board of Directors member of Telecommunications for the Deaf, Inc., and current president of Hearing Loss Link.

Seven years ago, Miller lost his hearing due to the surgical removal of bilateral acoustic tumors. "I live in two worlds," said Miller. "First, the hearing world—all of my students are hearing, my family is hearing, all of my SIU colleagues are hearing. However, I work with a lot of people in deafness-related organizations, but my manual communication skills are limited. So I came to Gallaudet. This is the best place in the world to study American Sign Language."

## Trends in education discussed

Using the analogy of a scaffold going up alongside a building as it is constructed, Vice President for the Association of American Colleges and Universities Jerry Gaff told a Gallaudet audience this fall that the trend in general education at colleges and universities today is toward a structured curriculum that may include requirements through students' senior years.

About 60 faculty and administrators attended Dr. Gaff's lecture, "Current Trends in General Education: Rethinking the Curriculum," which was sponsored by the Division of Academic Affairs.

General education refers to those courses or academic areas that are required of all students, regardless of their majors, for an undergraduate degree. According to Gaff, the perspective of general education as a scaffold differs from the traditional concept of it as a foundation that students acquire by taking the required courses during their first two years of college.

While some additional courses may be required as curricula are revised, incorporating the general education curriculum throughout students' classes is often possible, he said. Most courses, regardless of their primary subject matter, can involve students in critical and logical thinking, problem solving, ethical and global issues, teamwork, issues of racial and cultural diversity, computing, and writing and presenting analyses.

"In fact, my impression is that liberal [arts] education and career education are closer than ever today," said Gaff. "Increasingly, the liberal arts are regarded as practical arts; internships, courses on professional ethics, service learning, and other mechanisms to apply liberal arts are common. And professional educators today regard a certain amount of liberal arts as essential for professional success."

Gaff also listed the most common criticisms of colleges' general education curricula. They tend to be fragmented and lack coherence, he said. They are often the result of political compromises among faculty rather than of an educational philosophy of what students need.

Additionally, general education curricula at many institutions have lost credibility, interest, and excitement for both faculty and students, he said, in part because there is no single administrative body or person responsible for implementing them or for maintaining and preserving their vitality.

Gaff also said that faculty development, such as speakers and workshops, is essential to the success of any curriculum and program.

Gaff commended Gallaudet's faculty and administration for initiating an in-depth review of its programs and its curricula, adding that change is hard and carries risk. "So this is a risky and difficult job you have in front of you, but it's important," he said.



Susan Karchmer, director of the National Academy, recognizes Art Roebig, coordinator of the Deaf-Blind Program, for 20 years of service to the University.



Admiring a display of documents from the Pennsylvania Society for the Advancement of the Deaf and PSAD's first president, Rev. Henry Syle, that were donated to Gallaudet, are (from left): Mr. and Mrs. Herbert Syle III and their grandson, Archivist Mike Olson, Networks and Communications Technician and PSAD member Reggie Boyd, PSAD President Elizabeth Pollard, and researcher and retired New York School for the Deaf librarian Henry Buzzard.

## Event celebrates donations, PSAD's birth

During Gallaudet's Homecoming Week in late October, while alumni were getting reacquainted at class reunions or cheering on the Bison at Hotchkiss Field, a historic ceremony was taking place in the College Hall Lyceum.

The Oct. 29 ceremony celebrated two important events. One was the dedication of a plaque installed at the entrance to Room 300 of College Hall, designating the room as the birthplace of the Pennsylvania Society for the Advancement of the Deaf (PSAD). The second was to extend appreciation to the descendants of the Rev. Henry Syle, the first president of PSAD, for the contribution of Syle's personal documents to the Gallaudet Archives. In addition, the ceremony served as an opportunity to thank PSAD for contributing 100 years worth of its documents to the Archives.

For many years, PSAD members had been interested in finding the origin of their society. They discovered that their roots are not in their home state but on the third floor of College Hall in an office now occupied by Dan Kirby, manager of Construction Services.

The discovery was made by Reggie Boyd, a technician in Gallaudet's Networks and Communications Office and a member of PSAD. "During my research, I discovered a copy of a speech made in 1907 by Robert Ziegler, the father of the society," said Boyd. "Ziegler indicated that the society indeed originated at Gallaudet."

The text of the speech states that Ziegler, who was a Gallaudet student,

held a meeting on Oct. 13, 1880, in his dormitory room—which was designated as Room 33 at that time—with 11 other students who were graduates of the Pennsylvania School for the Deaf, to discuss establishing an alumni association. The meeting laid the groundwork for a convention in Harrisburg, Pa., the following summer, and resulted in the foundation of a state association instead of one that was only for alumni.

Herbert Syle III recently discovered 16 boxes of Henry Syle's personal papers while cleaning out the attic of his great-grandfather's home, which is still in the Syle family. The papers include notes, correspondence between Henry Syle and his family, Episcopal Church papers, and letters from organizations for deaf people.

The PSAD documents are mainly minutes, annual reports, and newsletters published by the organization.

Herbert Syle III brought 13 members of his family to the Oct. 29 ceremony, which was organized by Boyd and by Cathy Sweet-Windham of the Development Office. The family members represented six generations of the Syle family, the youngest being the great-great-great-granddaughter of Henry Syle.

Representatives from the University, PSAD, and the Syle family spoke at the ceremony. Boyd opened with an explanation of the purpose of the ceremony and how PSAD and Henry Syle were connected. Henry Buzzard, a retired librarian from the New York School for the Deaf who is researching Henry Syle's life, read a biography of Henry Syle. Archivist Mike Olson explained how the documents will be processed into the Archives collection. PSAD President Elizabeth Pollard expressed her gratitude for the event. Dr. Jack Gannon, special assistant to the president for advocacy, spoke on the historical importance of the occasion. Herbert Syle III told the story of the discovery of his great-grandfather's papers. And Gallaudet President I. King Jordan presented Syle with a leather-bound copy of Gannon's book *Deaf Heritage*.

The audience then gathered outside Room 300, where the plaque commemorating the birth of PSAD was unveiled by Boyd's father, Charles Boyd, who has been an active member of PSAD for more than 30 years.



Peter Goodman (right), manager of facilities/property reservations in the Department of Business Services, presents Marty Willigan, warehouse manager, his 25-year service award.

## VIP meetings held at NWC, Kendall Green

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the program began in 1983, said that Gallaudet has a history of merging programs for preparatory level students and then separating them several years later. "I fear history may repeat itself," she said.

"We will merge, students will drop out, and we will decide that we need a developmental program again," said Davidson. "We will say that in 1994 we merged and in 2004 the programs separated. But I fear we won't learn, and we'll do what we tell students not to do—not to make the same mistakes."

Many members of the Northwest Campus community who were present spoke in support of the two-year AAS program. Toni Parlman, chair of the Technical Studies Department, cited statistics from the report "Academic Majors of Gallaudet Degree Holders 1987-1994," prepared by the University's Office of Institutional Research, showing that 99 percent of the 54 students who have graduated from the seven-year-old program either obtained jobs in their field or went on to college to pursue a bachelor's degree.

Parlman also pointed to data stating that 761 colleges and universities across the nation have similar two-year degree programs as an alternative to four-year programs.

Dr. Steven Chough, coordinator of international student services in the Academic Advising Center, also spoke in favor of the AAS program. Chough said that many students tell him they want to attend Gallaudet instead of going to the National Technical Institute for the Deaf for similar programs. "And they do not want to go to community colleges; they are tired of being educated through an interpreter. They want to go to Gallaudet." He also observed that "most AAS students are mature and motivated and work incredibly hard." Chough noted that when educational training programs for deaf people are closed, their options become limited.

Carol Bateman, chair of the Science Department, said she felt that prep science is vital to college-bound students, particularly to the many students she has seen over the past decade who enter the prep program with no background in science.

About 50 people turned out in Ely Auditorium on Kendall Green Dec. 2 for the final meeting, which was moderated by Diane Morton, a psychologist with the Counseling Center.

Mark Goldfarb, director of the In-

ternational Center on Deafness (ICD), was one of several people who commented on recommendations regarding ICD. He said that he is afraid that in closing ICD, "the University will damage 20 years of work, of networking throughout the world." He also said he had sent the Steering Committee an intensive response on this issue. (The Steering Committee's recommendation was that ICD be closed as an autonomous unit, but that an international specialist or coordinator carry out some ICD functions under the dean of CCE.)

Robert Simmons, visiting instructor with the Biology Department from South Africa, said he "would like to see Gallaudet remain at the top, seen as an expert from the international community. We, the deaf of the world, are looking to you to keep your doors open."

Barbara Pomeroy, an associate professor of physical education, and student Tonya Killam both asked the Steering Committee to reconsider cutting faculty positions in the Department of Physical Education and Recreation so that students may continue to get the individual attention they need. Pomeroy also said that she hoped the Master's in Social Work Program could continue. "I don't see that kind of program anywhere else in the country," she said.

Art Roehrig, coordinator of the Deaf-Blind Program, said he did not understand the recommendation to move the program to the Office for Students With Disabilities, saying he doubted that that office would continue the program's contact with organizations outside of the University. It would be sad if they do not, he said, because many professionals and service providers ask Gallaudet for information because no one else understands the needs of deaf-blind people and the cultural aspects of the deaf-blind community.

Dr. Mike Moore, an associate professor of chemistry, said that the Steering Committee should add cost/benefit analysis to the three rules it used to guide its recommendations: that recommendations must relate to the University Vision Statement, that they must be student-focused and data-based, and that they must reflect fiscal constraints.

The Steering Committee will now consider the feedback it has received about the preliminary report and submit its final recommendations to the Vice President for Academic Affairs Dec. 22.

## Retention is topic of Andersen's lecture

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generations. This generation—anyone born after 1960—cannot say that they have ever felt that America was on the right path and heading in the right direction toward a wonderful future, according to the article. "That has severe implications for how we treat students," she said.

Many faculty are addicted to the lecture style of teaching and typically say that it was their own learning style, said Andersen. "But it doesn't work for today's students."

Today, teachers must be sensitive to and knowledgeable about the diverse backgrounds of their students so they can tie into students' knowledge base to teach effectively, Andersen told her audience. Teachers must actively involve students in their learning, challenge them, and provide constructive feedback so students learn to assess themselves.

"The purpose of assessment is to promote learning, not to punish, not to set up barriers," she said. Constructive feedback promotes the ability to self-assess so students can learn on their own, "and that's what we want our students to be able to do."

Students report that when they see academic progress, feel comfortable in the classroom and with the communication there, and feel they are a part of the university community, they are motivated to stay in college, said Andersen.

Andersen noted that retention begins when we accept students and suggested that individual faculty and staff write to new students over the summer. Retention is the friendly face students see when they first arrive on campus for New Student Orientation, whether that face belongs to a student, faculty member, or staff member. Last August, many faculty attended a picnic for new students and their parents, and the feedback from that picnic has been very positive, she said.

Andersen also listed some of the reasons faculty should want to improve retention. First, it is only fair. If Gallaudet admits students, it should provide them with what they need to succeed. Second, increasing retention means an increase in tuition fees for the University. Third, high retention rates

increase faculty and student morale. And fourth, improved student retention is necessary for faculty to survive.

Besides her retention duties for the University and her post in the Northwest Campus' Communication and Developmental Studies Department, Andersen has also taken active roles in other areas at Gallaudet. She served as interim assistant dean for the School of Preparatory Studies from 1989-90 while Dean Ann Davidson served as interim provost for the University.

More recently, Andersen chaired the Task Force on Developmental Education, and she is serving her second term on the Faculty Senate. In addition, Jordan described her as a chief support person for the Academic Affairs Management Team. "She's been very, very active at Gallaudet, especially in curriculum development and assessment outcomes," he said.

## Among Ourselves

Representatives from Gallaudet attended the Southeast District Conference of Professional Secretaries International (PSI), held Oct. 28-30 at The Homestead in Hot Springs, Va. Among the participants from the University were Felicia Jones, PSI chapter president, Elaine Wheeler, vice president, Doreen Dixon, corresponding secretary, Erlinda Cooper, treasurer, and Betty Royal. The Gallaudet group presented the topic "Together in Excellence" and performed a song, "Wings," in sign language.

Edward Marlatt, a Ph.D. student and a doctoral intern in the Education Department, facilitated a preservice workshop at Gallaudet Nov. 4 entitled "ENFI: (Electronic Networks for Interaction): Computers and Writing Instruction—a Whole Language Approach. Main presentations were given by Dr. Joy Peyton of the Center for Applied Linguistics, Washington, D.C., and AnnMarie Baer of ENFI's Deaf Alliance for Computers and Writing. Participants were second-year elementary education majors in the graduate education program.

## Classified Ads

**Classified ads** are printed for Gallaudet faculty and staff. Written ads must be submitted in person or by mail to *On the Green*, MSSD, Room G-37. Off-campus phone numbers must include an area code and whether the number is voice or TTY. In compliance with the Education of the Deaf Act of 1992, as amended, payment of \$1 per ad per printing must accompany each ad. Ads received Dec. 12-24 will be printed Jan. 9.

**FOR RENT:** 1-BR Capitol Hill apt. in TH, 11th and G Streets NE, separate entrance, foyer, large BR, walk-in closet, A/C, W/D, \$500/mo. plus util. Call (202) 543-8070 (V).

**FOR RENT:** 1- and 2-BR apts. and 1-BR accessible apts. in Washington, D.C., W/D, near Metro bus/shopping, rent incl. util. plus AC. Call Deaf-REACH housing specialist (202) 832-6681 (V/TTY) or Southview Apts., (202) 889-6660.

**FOR RENT:** Master BR with walk-in closet, private BA, kitchen privileges, parking, \$350 plus 1/2 utilities. Also seeking babysitter for low rent. Call x5754 or (301) 552-2132 (V/TTY).

**FOR SALE:** Two DeafSail tickets, March 19-26, w/\$400 discount; farm kitchen table, 48" X 72", natural wood w/white legs, \$75;

TTY, \$175, w/printer, \$200. Call (301) 601-4351 (TTY) or E-mail JBGRINDSTAFF.

**FOR SALE:** Apple II GS computer, 1 MB, color monitor, Imagewriter II, 3.5 and 5.25 drives, software programs, accessories, and computer desk, \$1,000/BO. Call (301) 776-1713 or E-mail DGBERRIGAN.

**FOR RENT:** Large Victorian home, Fourth and K Sts. NE, 3-BR, 1-1/2 BA, enclosed deck, must see, \$595/mo. Leave message at (202) 544-0900 (V).

## Job Openings

**Some of the advertised positions may already be filled.** The list below includes only new staff and faculty openings and does not represent all jobs available. To get a recorded message describing the complete list, call x5358 (V) or x5359 (TTY).

**CIRCULATION COORDINATOR:** Outreach Services

**CASHIER:** Cashier's Office